

Visual Scaffolding to Support ELL Reading

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Goals: Participants will

1. Recognize the special needs of ELLs developing literacy
2. Explain how scaffolding supports development of literacy
3. Use language and literacy scaffolding strategies for ELLs
4. Apply visual Scaffolding for before, during and after reading
5. Be aware of ways to teach and help learners apply features of text

1. What are special needs of ELLs developing literacy?

- They are not learning to read the language they know best.
- They do bring rich language learning and culture knowledge to the literacy table
- Their literacy and language levels vary
- They need time
- They need words
- They need sound patterns and spelling
- They need language patterns and grammar
- They need cultural and social contexts, and perhaps background information
- They need school-home connections

Why visual scaffolding?

It provides comprehensible input

It makes complex ideas more accessible

It makes language more memorable

What supports language, literacy and content learning for ELLS?

- Using scaffolding strategies at various stages and levels
- Scaffolding with conceptually related materials via thematic units
- Accommodating diverse learners through multiple modes
- Effective use of features of text

Stages of Language and Literacy Development

Levels of English Literacy Development					
		Emergent	Early	Early Fluency	Fluency
Stages of Language Acquisition	Stage 1: Pre-production				
	Stage 2: Early Production				
	Stage 3: Speech Emergence				
	Stage 4: Inter- mediate Fluency				
	Stage 5: Advanced Fluency				

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2. What is scaffolding?

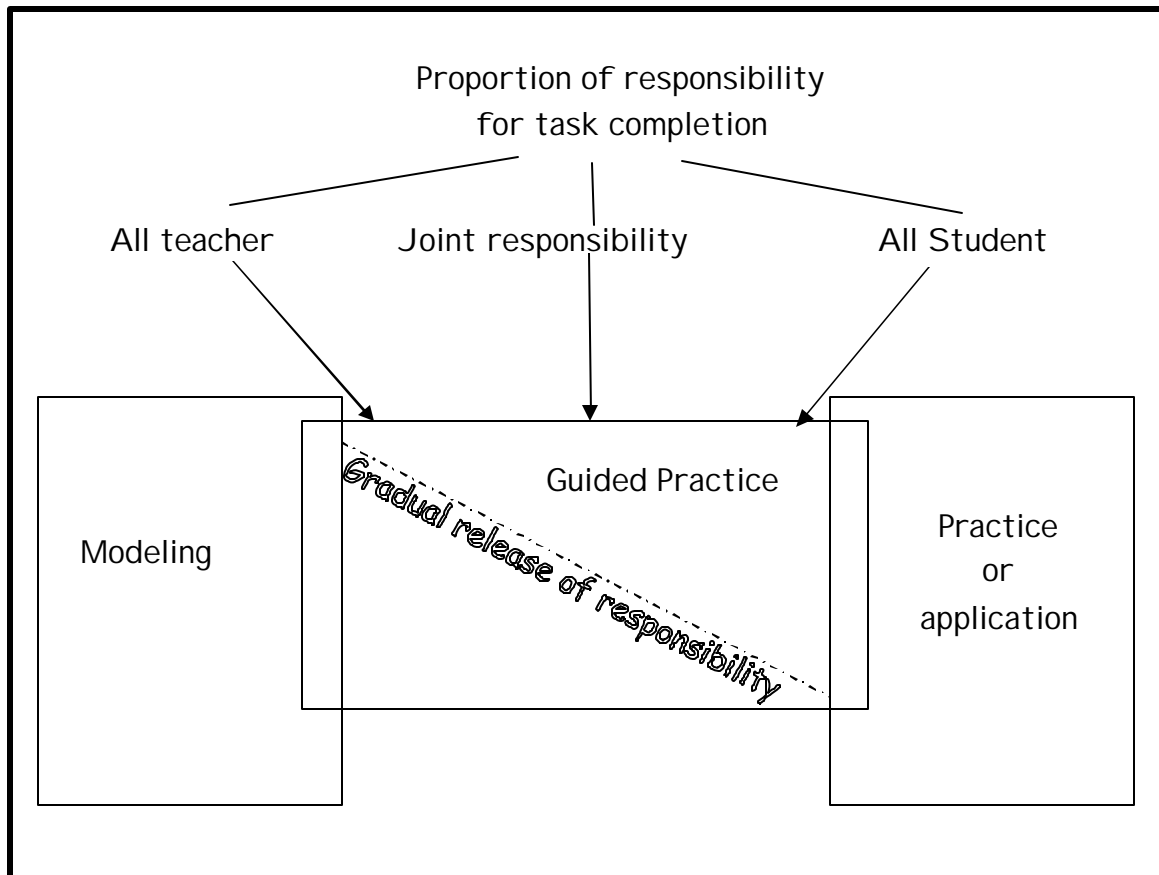
First introduced by Jerome Bruner, who described how parents supported young learners:

- ♦ Getting learners interested in the task
- ♦ Simplifying the task; breaking it down into smaller steps
- ♦ Keeping learners on task; reminding them of goals
- ♦ Pointing out what is important
- ♦ Preventing/managing frustration
- ♦ Demonstrating the task

In scaffolding

- ♦ Temporary support is provided by another (teacher, peer)
- ♦ Support helps learners do what they can't yet do independently.
- ♦ Often includes collaborative effort

**The gradual release of responsibility model of instruction
(Pearson & Gallagher 1983)**



3. What are Language and Literacy Scaffolding Strategies?

- **Oral input** scaffolding
 - Changes in speech quality
 - Clarity – clear diction and separation of words
 - Pace – pace matched to learner's ability to comprehend
 - Pauses – longer wait time needed by ELLs
 - Simplifying sentence structures
 - Choosing high-frequency vocabulary; omitting or explaining idioms
 - Frequent comprehension checks and subsequent adjustments in teaching

- Scaffolding through **rich context in multiple modes** to communicate content
 - Auditory support (Music, rhyme, rhythm, repetition)
 - Kinesthetic support (actions, manipulatives, realia, touch)
 - Visual support (pictures, picture cards, word cards, realia, graphic organizers, concept posters, graphs, maps)
 - **Graphic Organizers** support text with non-text visual information. They are useful for *preview, review, retelling, prewriting*
 -
- Scaffolding reading through **multilevel and leveled materials** to support multilevel learners
 - Books (big books, theme books, guided reading books, newcomer books, library/trade books)
 - Shared writing with graphic organizers
- Accommodating a wide range of **learning preferences and styles**
 - Multiple intelligences
 - Logical-Mathematical
 - Linguistic
 - Spatial Intelligence
 - Musical Intelligence
 - Bodily-Kinesthetic Intelligence
 - Personal Intelligences
 - Naturalistic
 - Field dependent vs. field independent learners

4. Visual Scaffolding Before, During and After Reading

Before you read:

- Introduce vocabulary with pictures, drawing
- Build background via illustrations, visualization
- Make connections to students' experience
- Introduce schema of reading genre via graphic organizers
- Introduce text features

During reading:

- Use visuals to make predictions, text to confirm them
- Refer to visuals to check meaning

After reading:

- Use graphic organizer for retelling
- Use visuals to develop, practice vocabulary
- Use graphic organizers of schema for writing
- Apply text features to writing

5. Effective use of features of text

What are Features of Text?

- Font size
- Font features
- Illustrations
- Pictures, charts, tables, and graphs
- Schedules, timelines, and maps
- ***Font size to communicate text organization***
 - The size of the font indicates the relative importance of the information
- ***Font features (e.g., bold, underline, italics, Bullets, color)***
 - Features signal importance
 - Features signal functions
 - heading/detail
 - question/answer
 - change of speaker
- ***Illustrations (photographs, drawings, collage, etc.)***
 - Sequence from more concrete to more abstract
- ***Pictures, Charts, Tables, and Graphs***
 - Connect to content functions
 - Introduce from simple to complex
 - May include labels
 - Labels also range from simple to complex
- ***Schedules and Timelines***
 - Introduce from simple to complex
 - Can include pictures that add information
- ***Maps***
 - Range from simple to complex
 - Can include
 - color keys
 - numbered keys

- captions
- symbol system
- magnified insets

- ***Teaching Features of Text***

- Examine texts & identify features
- Identify texts that contain various features.
- Sequence texts so that each feature is presented from easiest to most difficult.
- Introduce books to students over time, pointing out key features
- Model using the features in shared writing
- Provide opportunities for supported practice
- Encourage learners to use the features in their writing

- ***Helping learners apply features of text***

- Students work in teams to find additional examples of the features they have learned about.
- Students use features they have studied in their own writing. They explain which features they have included and why.

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Resources

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